



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
Support Materials
2008**

**Grade 3
Reading**

NECAP 2008 RELEASED ITEMS
GRADE 3 READING

2.1.1 Applies word identification and decoding strategies by identifying regularly spelled multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including most common spellings for consonants and vowels, e.g., knot, catch, float, fight; or common suffixes)

1 Which word has the same **vowel sound** as try?

- ☐ A. line
- ☐ B. dish
- ☐ C. field
- ☐ D. chair

2.3.1 Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by identifying synonyms or antonyms; or categorizing words

2 The **opposite** of the word loud is

- ☐ A. large.
- ☐ B. deep.
- ☐ C. long.
- ☐ D. quiet.

The Cat, the Rooster, and the Mouse

Literary Text

2.4.1 Demonstrate initial understanding of elements of literary texts by identifying or describing character(s), setting, problem, solution, or major events, as appropriate to text

- 3 Why does the young mouse ask to leave the mouse hole?
- ☐ A. to find food
 - ☐ B. to see the world outside
 - ☐ C. to visit the cat and the rooster
 - ☐ D. to teach his mother what lives outside

2.4.1 Demonstrate initial understanding of elements of literary texts by identifying or describing character(s), setting, problem, solution, or major events, as appropriate to text

- 4 Why does the young mouse think the cat is friendly?
- ☐ A. The cat runs away.
 - ☐ B. The cat makes a noise.
 - ☐ C. The cat waves her tail.
 - ☐ D. The cat opens her mouth.

The Cat, the Rooster, and the Mouse

Literary Text

2.5.3 Analyze and interpret elements of literary texts, citing evidence where appropriate by making basic inferences about a problem or solution

- 5** How does the young mouse feel when he returns to the mouse hole?
- ☐ A. scared
 - ☐ B. calm
 - ☐ C. happy
 - ☐ D. tired

2.1.1 Applies word identification and decoding strategies by identifying regularly spelled multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including most common spellings for consonants and vowels, e.g., knot, catch, float, fight; or common suffixes)

- 6** Which word has the same **vowel sound** as could?
- ☐ A. mouse
 - ☐ B. look
 - ☐ C. claws
 - ☐ D. glad

The Cat, the Rooster, and the Mouse

Literary Text

2.5.3 Analyze and interpret elements of literary texts, citing evidence where appropriate by making basic inferences about a problem or solution

7 What does the young mouse learn in this story? Use details from the story.

Scoring Guide:

Score	Description
4	Response provides a thorough explanation of what the young mouse learned in the story. Response includes relevant details from the story.
3	Response provides an explanation of what the young mouse learned in the story. Response includes some details from the story.
2	Response provides a partial explanation of what the young mouse learned in the story. Response includes limited details from the story.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

What does the young mouse learn in this story?

The mouse learns not to “judge a book by its cover” or something similar.

- The young mouse learns that although a creature may look pretty, it may want to eat him for dinner. (The young mouse mistakenly thought the pretty animal (the cat) with soft, striped fur and yellow eyes was friendly.)
- The young mouse learns that although a creature may look terrible, it may be harmless and thus does not need to be avoided. (The young mouse mistakenly thought the terrible monster (the rooster) with the red head and the long claws on its feet was harmful.)
- In order to avoid being eaten for dinner, the young mouse learns to recognize one animal from another.

SCORE POINT 4

- 7 What does the young mouse learn in this story? Use details from the story.

The young mouse learns to not judge a person by there looks because if he went down to see the cat the cat would eat him. But the roster would not. So he learned not to judge a person by its looks. Don't judge a person by its cover becaus some things that look nice can eat you and scary looking things can't. So the little mouse learned not to judge a person by its cover.

Response provides a thorough explanation of what the young mouse learned in the story.
Response includes relevant details from the story.

NECAP 2008 RELEASED ITEMS
GRADE 3 READING

SCORE POINT 3

- 7 What does the young mouse learn in this story? Use details from the story.

The young mouse learned
in this story to be careful
next time but also not to
judge people by there
looks. Like young mouse thought
the rooster was mean because
his head was all red and
he had long claws.

Response provides an explanation of what the young mouse learned in the story.
Response includes some details from the story.

NECAP 2008 RELEASED ITEMS
GRADE 3 READING

SCORE POINT 2

- 7 What does the young mouse learn in this story? Use details from the story.

The young mouse learned that to not judge by others
from their looks. The young mouse
learned that cats like to eat mice.

Response provides a partial explanation of what the young mouse learned in the story.
Response includes limited details from the story.

SCORE POINT 1

- 7 What does the young mouse learn in this story? Use details from the story.

Never judge people by
there looks.

Response is vague or minimal.

NECAP 2008 RELEASED ITEMS
GRADE 3 READING

SCORE POINT 0

- 7 What does the young mouse learn in this story? Use details from the story.

The young mouse learns to not go out
of the mouse hole.

Response is totally incorrect or irrelevant.

The American Flag

Informational Text

2.7.2 Demonstrate initial understanding of informational texts (expository and practical texts) by using explicitly stated information to answer questions

- 8** In the passage, some people say the first American flag was made
- ☐ A. for the American navy.
 - ☐ B. as a gift for President George Washington.
 - ☐ C. by a woman named Betsy Ross.
 - ☐ D. by someone who sold American flags.

2.7.1 Demonstrate initial understanding of informational texts (expository and practical texts) by obtaining information from text features (e.g., simple table of contents, glossary, charts, graphs, diagrams, or illustrations)

- 9** What does the American flag in **Picture 1** show?
- ☐ A. America once had 13 colonies.
 - ☐ B. New stripes had been added to the first flag.
 - ☐ C. The American flag was too big.
 - ☐ D. The rectangle was now in a new corner of the flag.

The American Flag Informational Text

2.8.5 Analyze and interpret informational text, citing evidence as appropriate by making inferences about causes or effects, when signal words are present

- 10 Based on the passage, if a new state were added to America today, the flag would be
- ☐ A. given another star.
 - ☐ B. made larger.
 - ☐ C. given another stripe.
 - ☐ D. made into a different shape.

2.3.1 Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by identifying synonyms or antonyms; or categorizing words

stars
rectangle

- 11 Which word belongs with the words in the box?
- ☐ A. states
 - ☐ B. flag
 - ☐ C. stripes
 - ☐ D. country

The American Flag

Informational Text

2.8.1 Analyze and interpret informational text, citing evidence as appropriate by connecting information *within* a text

- 12** Use **four** details from the passage and the pictures to fill in the chart.

How are the first American flag and today's American flag the same?
1.
2.
3.
4.

**NECAP 2008 RELEASED ITEMS
GRADE 3 READING**

Scoring Guide:

Score	Description
4	Response provides four correct responses in the chart.
3	Response provides three correct responses in the chart.
2	Response provides two correct responses in the chart.
1	Response provides one correct response in the chart. OR Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

How are the first American flag and today's American flag the same?
<ul style="list-style-type: none">• They have (white) stars.• They have stars inside a (blue) rectangle or square.• They have one star for each state (colony).*• They have (red) stripes.• They have (white) stripes.• They have 13 stripes (one stripe for each of the 13 original colonies).• They have a (blue) rectangle or square in the (upper-left) corner.• They are red, white, and blue.• They are rectangular in shape (or they are the same shape).

Notes: Information in parentheses is not required to earn any particular score point. Consider two responses contained within one box in the chart as two responses (2 points).

*In student responses, the terms “state” and “colony” may be used interchangeably.

NECAP 2008 RELEASED ITEMS
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SCORE POINT 4

- 12 Use **four** details from the passage and the pictures to fill in the chart.

How are the first American flag and today's American flag the same?

1. they have 13 stripes

2. Rectangle in same spot

3. star for a state

4. both red white blue

Response provides four correct responses in the chart.

NECAP 2008 RELEASED ITEMS
GRADE 3 READING

SCORE POINT 3

- 12 Use **four** details from the passage and the pictures to fill in the chart.

How are the first American flag and today's American flag the same?

1. They have the same stripes.

2. It is red white and blue

3. It still has stars

4.

Response provides three correct responses in the chart.

NECAP 2008 RELEASED ITEMS
GRADE 3 READING

SCORE POINT 2

- 12 Use **four** details from the passage and the pictures to fill in the chart.

How are the first American flag and today's American flag the same?

1. They both have 13 stripes

2. They both are big

3. They both have a rectangle on the left

4.

Response provides two correct responses in the chart.

NECAP 2008 RELEASED ITEMS
GRADE 3 READING

SCORE POINT 1

- 12 Use **four** details from the passage and the pictures to fill in the chart.

How are the first American flag and today's American flag the same?

1.

add a states,

2.

had thirteen stripes,

3.

add two new states.

4.

made by betsy Ross.

Response provides one correct response in the chart.

OR

Response is vague or minimal.

NECAP 2008 RELEASED ITEMS
GRADE 3 READING

SCORE POINT 0

- 12 Use **four** details from the passage and the pictures to fill in the chart.

How are the first American flag and today's American flag the same?

1. Because Betsy Ross made it

2. Because There's more countries

3. The Two States came Together

4. America added new states

Response is totally incorrect or irrelevant.